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ABSTRACT

The role of the school counselor as defined by counselors and counselor educators is not always consistent with the role expectations held by students, parents, and administrators. Two research studies were conducted to develop a model curriculum for the preparation of secondary school counselors. The first was a national survey of school counselor education program curricula to develop a profile of a typical secondary counselor. The second was a Connecticut-based needs assessment survey of various constituents regarding their perception of the counselor role. Among the recommendations of the first study was a need for competency-based counselor education. Results of the second study emphasized the importance that parents and administrators place on counseling tasks. A model curriculum was developed from the survey results, including a 13-course core curriculum and 16 elective courses, four of which would be required to complete a master's degree. The appendices contain 15 data analyses tables of the survey results along with the actual survey instruments. (JAC)

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THE DEVELOPMENT OF A MODEL SECONDARY SCHOOL COUNSELOR EDUCATION CURRICULUM

FINAL REPORT

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August 31, 1981

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FINAL REPORT

The Development of a Model School Counselor Education Curriculum

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INTRODUCTION

The guidance and counseling movement in the schools began primarily as a vocational counseling and guidance service in the public schools of Rhode Island around 1915. In the ensuing sixty-six years, guidance and counseling in the schools has changed dramatically as society, the schools, and guidance professionals have attempted to define and redefine the actual role of the school counselor. Today in 1981, there is still no consensus regarding the role of the school counselor. Furthermore, the role of the counselor as defined by counselors and counselor educators is not consistent with the role expectations held by students, parents and school administrators. There is concern in the literature that the school counseling and guidance movement has lost its focus (Shertzer and Stone, 1974). Combined with the confusion over the role and function of the school counselor, the fiscal austerity of the Seventies and the Eighties has created a crisis in the school counseling profession. The crisis has occurred in terms of a disproportionate number of school counseling personnel who were victims of staff reductions. The statements made by school boards and administrators when implementing cutbacks clearly indicate that school counseling services are seen as supplementary educational services, instead of being considered an integral part of the educational system (Thompson and Borsari, 1978).

School counselors and guidance programs have been criticized in the literature for a number of years by students, parents, teachers, school administrators and citizens (Bradley, 1978; Holland, 1974; Johnson and Salmon, 1979; National Vocational Council on Vocational

Education, 1972; Prediger, Roth and Noeth, 1974; Slocum and Hilverda, 1970). Pershing and Demetropoulis (1981) point out that this dissatisfaction with school counselors could be arising from the fact that counselors are being prepared in the counselor-centered model, which is considered theoretically viable but it is not succeeding in school systems as they are currently organized. The confusion that the counselors face today, has its roots in the educational program that prepares them for their profession. Herr and Cramer (1965) point out that the counselors' perspectives regarding their role is in the nature of the educational program that prepares them. According to Carmical and Calvin (1970) a school counselor is the tangible representative of a program and faculty. Baker (1981) contends that the confusion about the counselors' role and function also carries into their educational preparation programs. Generally, counselor education programs and curricula are shaped by (1) the standards established by national accrediting agencies, such as ACES, and NCATE; and (2) certification requirements for public school counselors as established by the various state departments of education.

The ACES curriculum requirements are standard for all counselor education programs which seek accredition. There are some variations with regard to course content and program emphasis as sought by the specific state department of education of the specific state. However, these variations are minor when compared to the actual differences in counselor education programs. In general, these variations occur as a result of philosophical and theoretical differences between the faculties of the institutions and not as a result of outside influences such as professional associations and accrediting boards. It is evident from a review

of counselor education programs that there are major differences in course content, focus, length of program and in the orientation which is provided to counselors in preparation.

As noted earlier, the constituents served by school counselors perceive the role of the counselor differently than it is perceived by counselors themselves. It is apparent from a review of the literature, that school counselors and counselor education programs have relied essentially on their own internal judgement and frame of reference in shaping counselor education programs and role definitions for school counselors. There is hardly any evidence to suggest that counselor educators have made any systematic attempts to solicit views of students, parents, teachers, administrators and practicing counselors in developing counselor education curricula. Indeed, as a minimum in this age of accountability and fiscal austerity, the curricula of counselor education programs should address educational preparation needs which are perceived as high priorities by the various publics served by school counselors. The curriculum development process described in this report was unique in the respect that it was designed to collect information and to solicit opinions from a wide array of constituents who are directly or indirectly served by school counselors and guidance programs.

The major objective of this project was to develop a model curriculum for the preparation of secondary school counselors. The curriculum development project involved two research studies. The first was a national survey of secondary school counselor education program curricula to develop a profile of a "typical" secondary school counselor education curriculum. The second was a Connecticut needs

assessment survey of various constituents in the state regarding their perception of the role and function and their recommendations for the education and preparation of counselors. The results of the research efforts, along with recommendations from the project advisory committee, provided the base for developing a model secondary school counselor education curriculum.

National Survey

Method

Fifty state universities were selected on a stratified random basis (one institution from each state offering a secondary school counselor education program) from Counselor Preparation 1980: Programs, Personnel and Trends (Hollis and Wantz, 1980). State universities were used as a criteria to effect an accurate comparison base with the University of Connecticut's secondary school counselor education curriculum.

In the Fall of 1980, a letter requesting the following information and a survey questionnaire requesting supplementary information were mailed to the institutions in the selected sample: 1. a university graduate bulletin; 2. an outline of the secondary school counselor education curriculum; 3. an outline of each required course in the educational program for secondary school counselors at the Master's level. Three follow-up letters were mailed subsequently to non-responders.

Results

Forty-three institutions responded to the survey questionnaire. Graduate bulletins were sent by 29 universities; outlines of the Master's curriculum were received from 29 universities. Outlines of each required

course in the program were received from ten. Incomplete sets of outlines of required courses were received from 33.

Secondary School Counselor Education Curriculum

The profile of a "typical" secondary school counselor education curriculum that emerged as a result of the survey is presented in Table I (Appendix A). This included the following courses in the core: theories of counseling (93%); internship (90%); group procedures in counseling (89%); career development (86%); counseling techniques (82%); research and evaluation (69%); foundations of guidance (62%); testing and measurement (59%); guidance in the secondary school (48%); consultation (48%). Many other areas were mentioned as a part of the core curriculum by the responding universities. These included: personality theory (14%); organization of guidance programs (14%); psychosocial aspects of human development (7%); family counseling (7%); adolescent development and psychology (7%); developmental psychology (7%); learning theory/behavior modification (3%); cross-cultural counseling (3%); educational and vocational and information services (3%); abnormal psychology (3%); introduction to agencies (3%); community resources (3%); human relations (3%); career education (3%); pupil personnel work (3%); personal development and communication skills (3%); treatment programs for substance abuse (3%); guidance of special students (3%); foundations of the helping process (3%); theory and practice of interviewing (3%); the institution and work of the counselor (3%).

Table II (Appendix B) presents elective courses offered by the responding institutions to supplement the core curriculum. The average number of credits required to complete a Master's in secondary school

counseling was 39 for the forty-three institutions responding to the survey. Eighty-eight percent (n=36) of the respondents to the questionnaire indicated that their program had specific courses geared to secondary school counseling. The results of the questionnaire showed that the mean number of such specific courses was 2.8.

Table III (Appendix C) presents the student enrollment figures in the various programs within the Counselor Education Department. From data provided by the forty-three respondents, it was indicated that mental health counseling programs have the highest enrollment figures. Secondary school counseling ranked second. Rehabilitation counseling ranked third. Elementary counseling ranked fourth and student personnel counseling ranked fifth with the lowest enrollment figures.

Practicum Sites for Secondary School Counseling Students

The respondents specified that 95% (n=41) utilized secondary schools for practicum sites; 37% (n=16) used the university counseling center; 28% (n=12) used mental health centers; 26% (n=11) used social welfare agencies ; and, 19% (n=8) used other non-specified sites.

Supplementary Questionnaire Information

The results of the survey questionnaire indicated that of the 43 responding institutions, 42% (n=18) were small institutions (total population under 10,000); 33% (n=14) were medium sized universities (total population 10,000 to 20,000); and 26% (n=11) were large universities (total population greater than 20,000).

All the survey questionnaires were mailed to the head of the department in each institution. The responses indicated that: 49% (n=21) of the respondents were department heads; 19% (n=8) were coordinators of the program; 26% (n=11) were professors in the department; 5% (n=2) were graduate assistants.

The degrees offered by the counselor education departments sampled included the following: Bachelor's, 19% (n=8); Master's, 98% (n=42); and, Doctorates, 51% (n=22). One institution did not respond to this question. The specific programs offered included the following: secondary school counseling, 93% (n=40); elementary school counseling, 86% (n=37); student personnel counseling, 60% (n=26); mental health counseling, 70% (n=30); and, rehabilitation counseling, 31% (n=16). It was also reported that the mean number of years the school counselor education program was in existence was 21 years for the responding institutions.

Faculty

The mean number of full-time equivalent staff teaching at the Master's level in counseling programs was: secondary school counseling, 4; elementary school counseling, 4; student personnel counseling, 3; mental health, 4; and, rehabilitation, 3. The mean number of faculty with specific training in the following categories was: secondary school counseling, 4; elementary school counseling, 3; student personnel counseling, 3; mental health, 4; and, rehabilitation, 3.

Competency-Based Instruction and Certification

Counselor education programs sampled were asked: 1. to indicate in their opinion the value of making the school counselor education programs competency-based; 2. whether their program was currently competency-based; and, 3. whether the State Department of Education should have a competency-based school counselor certification program. This section was undertaken as a follow-up on a previous study by Jones (1975). The results are presented in Tables IV, V, and VI.

On the question of the value of making counselor education programs competency-based Table IV (Appendix D), the results obtained by this survey were very close to the results reported by Jones (1975). Jones had surveyed the total popoulation of counselor education programs (n=454) in existence at that time.

Table IV presents the comparison of the results of this survey to the results of the survey conducted by Jones. The highest rated category in both surveys points to some benefit in making a counselor education program competency-based. The second highest rated response category was that "significant improvement" in the program would result if it was competency-based in both surveys. The third rated category was "probably no effect" for both surveys. The fourth and fifth rated categories by both surveys were "some loss" to the program and "significant improvement" in the program would result if it was competency-based in both surveys. The third rated category was "probably no effect" for both surveys. The fourth and fifth rated categories by both surveys were "some loss" to the program and "significant detrimental effect."

The next question related to the current status of competency-based counselor education curricula Table V (Appendix E). Thirty-one percent of the respondents indicated that their program is now competency-based as compared to 7% reported in the previous study (Jones, 1975). Forty-three percent of the respondents reported that their program was not currently competency-based. Twenty-four percent reported that they are currently working toward a competency-based curriculum. Jones had reported (1975) that 41.4% of the counselor education programs surveyed had just begun converting to a competency-based curriculum and 27.6% had made substantial progress in making the conversion. The data

presented here suggests that a greater proportion of counselor education programs will be competency-based in the near future among the state universities sampled.

It is obvious from Table VI (Appendix F) that a larger percentage (55.3%) of the counselor education programs favor the certification of school counselors on the basis of specific competencies acquired in university work. Forty-four percent of the institutions sampled did not favor competency-based certification programs for school counselors. These results are fairly consistent with the previously cited results for converting the counselor education programs to competency-based programs.

The survey questionnaire had addressed the issue of specific improvements that the counselor education programs seek in terms of curriculum, staff, practicum sites and facilities. The responses sought were open-ended. These have been summarized in Table VIII (Appendix G).

A number of improvements were sought in the curricula, which included more courses in counseling skills, group work and better supervisory skills. In regard to the staff, more staff was needed, with lower faculty-student ratios and funding for professional development was sought. Most institutions expressed concern about their current practicum facilities, sites, and hours and sought improvements. Student internships and the lack of funding were another area of concern. Some concerns about certification standards set by persons not trained in counseling were also raised and competency-based state certification was requested. Some comments were received on the status of counselors

in the field in terms of better salaries and a need for in-service training and education of school counselors was expressed.

Discussion Implications and Recommendations:

The national profile of a "typical" counselor education curriculum appears to be fairly traditional. The common core and the electives enumerated by the programs sampled reflected the ACES recommendations for counselor preparation (1979) and incorporated areas deemed by Dameron (1980) as essential competencies for the professional counselor. The percentages presented for the various courses reflect the orientations of the programs sampled. The larger majority of the programs focused in the core curricula on counselor specific courses such as: theories of counseling and counseling techniques, internships; group dynamics and procedures; life-style and career development; foundations of guidance; testing and measurement; and guidance in the secondary school. A minority of the programs emphasized other dimensions of the common core curriculum recommended by ACES (1979) that is: areas of human growth and development; social and cultural foundations; research and evaluation; and consultation. The weaker areas of emphasis in the programs sampled related: to research and evaluation; consultation skills; professional orientation; and environmental and specialized studies.

The number of credit hours required to earn a master's degree has gone up from 33 to 36 credit hours to an average of 39 as reported in these results. The trend in Table VII (Appendix G) indicates that counselor education programs may move to a greater number of credit hours than the average of 39 reported here.

A large majority of the programs sampled (88%) indicated that they had specific courses (mean = 2.8) to prepare school counselors. This finding has direct implications for the model curriculum. It is recommended that at least two courses be specifically geared to preparing counselors for work in a secondary school counseling setting.

Another finding pertaining to practicum/fieldwork sites has a direct implication for the model curriculum. The respondents sampled indicated that 95% utilized secondary schools for practicum sites. It is recommended that if a person is preparing to work in a secondary school setting, every effort should be made to place them in a secondary school for their fieldwork/practicum experience.

A recommendation based on the results of the national survey is that the number of faculty should be increased to at least a minimum of four full-time faculty members with experience and training in various aspects of counseling to qualify them to teach the various tracts offered at the University of Connecticut.

Another recommendation offered at this point is that the model curriculum be competency-based. This is based on two assumptions: 1. Generally counselor preparation programs offer the courses outlined in the "typical" national profile, but the quality of instruction cannot be evaluated by studying the course outline alone. In a competency based curriculum, the competencies acquired by the students at the end of a program will help the faculty and concerned consumers to evaluate the performance of the counselors prepared by such a program. A competency based curriculum would ensure that instruction is designed to achieve certain competencies in preparing quality counselors from the State of Connecticut; 2. The National Survey indicated (Page 8)that 55% of the

state universities sampled, either had a competency-based curriculum to prepare counselors or were working toward that objective. Furthermore, it was reported by Jones (1975) that nationally 53.6% of the state supervisors for the certification of guidance counselors indicated that either certification was based on, or was intended to be based on competencies acquired during the educational preparation stage. Furthermore, of the counselor education programs sampled by this survey 55.3% favored the certification of school counselors on the basis of competencies acquired by the counselor during the educational preparation period.

Connecticut Needs Assessment Survey

Method

Two sets of constituents were sampled. One set comprised: a) secondary school administrators, (25); b) secondary school counselors, (144); and, c) the parents of students, grades 9-12, (2,500). The second set was composed of members of the business community involved in hiring and training high school graduates (98).

Secondary schools composed of grades 9-12 (n=103) were the population from which a sample of 25 schools was drawn. In order to obtain a representative sample of administrators, counselors and parents, the sample was stratified on "Standard Metropolitan Statistical Areas" (urban/suburban/rural) and number of full-time counselors in each school. The following table presents the stratification:

Counselors	Urban	Suburban	Rural	Total
1-3	1%	17%	17%	35%
4-6	15%	16%	8%	39%
7-10	17%	8%	1%	26%
Total	33%	41%	26%	100%

Originally, fifty percent of the sample was contacted to seek an agreement to participate. Twenty-five percent of the schools were selected from the respondents who agree to participate. Ninety-eight members of the business community were randomly selected from the Connecticut Yankee Chapter of the American Society for Training and Development and requested to respond to the survey.

Instrument

One instrument was developed with four forms to assess the role and function of a secondary school counselor and to seek the recommendations from the constituents in terms of the educational and preparation needs of secondary school counselors. The instrument used to collect data was a questionnaire consisting of ten items with numerous sub-items listed by the American School Counselors Association as desirable counselor functions. A modified shorter version of this form consisting of six items was used to survey the parent and business community samples. For purposes of scoring and analysis, a Likert-type scale was designed with three response categories (very important, important, unimportant) which indicated the perceived importance of

each of the functions; a category for "no opinion" was provided and considered as missing data in the analyses.

Procedure

Initial contact with the schools was made by a letter sent to the school principals' seeking an agreement to participate. The letter explained the purpose of the survey and the methods to be used. One week after the mailing each school principal was personally contacted by the project staff in order to answer any questions concerning the proposed project and to solocit agreement to participate. If the principal agreed to participate, the name of a school contact person was sought who would assist with the data collection for the study.

The contact person in each school was mailed a letter outlining the method of dissemination and a time schedule, along with the survey forms for: 1. the school administrator or the person supervising guidance services; 2. counselors serving grades 9-12; and, 3. parents of students, grades 9-12. The parents were reached by selecting, at random, one home-room class per grade (9-12) and giving the surveys to the students to take to their parents. All the surveys were collected four days after dissemination. New forms were given to non-respondents and these were collected the next day. Ninety-eight persons in the business community were contacted by mail and asked to respond to the survey questionnaire.

Results for each responding group were tabulated separately. Mean scores for the importance of each item in the questionnaire were established. Scores for each group were placed in rank order form the most important to the least important function.

Analysis of variance was used to establish whether there was a difference at the 0105 level of significance for the importance of counselor functions as perceived by administrators, counselors, parents and the business community. The recommendations for counselor training and education were open-ended and the results were evaluated accordingly.

Results

A one-way analysis of variance (item by group) was conducted. Multiple regression was used with dummy coding to run the analysis because of the disparity in cell sizes. Analysis of variance was also conducted by town size and number of counselors. The results showed that the analysis by town size or number of counselors did not make any appreciable difference. The results reported here are item by group analysis. The F-ratios were calculated on the means of the four groups.

Twenty-five schools were contacted to participate in the study. Completed surveys were received from 23 schools. The respondents included 19 administrators, 133 counselors, and 821 parents. Forty-four completed surveys were received from the business community. The total number of completed surveys received was 1,017.

Part I of the survey dealt with program development. Since this segment was meaningful to counselors and administrators, the responses to this section were sought from these two groups only. The administrators and counselors considered the activities underscored in this section (Table VIII, Appendix H) very important or important. The counselors rated these functions from important or unimportant. On one item, i.e., planning several activities to achieve the stated program objectives, the administrators and counselors differed significantly

at the .05 level. These results indicate a disparity in perspectives regarding program development and evaluation between administrators and counselors.

The second part of the survey dealt with counseling functions. All four groups sampled were asked to respond to this segment. Eight sub-items were subsumed under this category. The four groups were in total agreement on item h, which pertained to providing information to students about the content of school courses and aiding them in course selection. The four groups sampled rated this activity as a very important function. On the other seven items the respondents differed significantly at the .05 or the .01 level, indicating various perceptions were held regarding the depth of school counseling functions for which the counselors are considered as acceptable care givers.

The third part of the survey dealt with pupil appraisal functions. Three items were subsumed under this category. Only counselors and administrators were asked to respond to this segment. The counselors and administrators rated these functions important and were in total agreement as specified by the group means.

The fourth part of the survey dealt with educational and occupational planning. Five items were subsumed under this category. The only item all groups were in total agreement on was providing testing to help students make career choices. On the other four items they differed significantly either at the .01 or the .05 level. The group means for each group indicated that they considered educational and occupational planning important to very important as counselor functions.

The fifth part of the survey dealt with referral services. Counselors and administrators considered this a very important function, whereas, the parents and the business community considered this to be an important function.

The sixth section of the survey pertained to placement services. Four items were subsumed under this category. All four groups agreed on two items rating them as important. These two sections pertained to: 1. assisting graduating students and dropouts in getting jobs; 2. assisting students in school to get part-time jobs. On the third item, the business community rated group guidance sessions for students in resume writing and job seeking strategies as very important. The counselors, administrators, and parents rated this as an important function. On the fourth item, which pertained to educational and occupational planning the four groups were in agreement but with varying degrees from important to very important.

The seventh section of the survey dealt with parent help. Two categories were subsumed under this section. All four groups rated these as important counselor functions. The responses to the staff consulting section (section number eight) on the survey were moderate. Only administrators and counselors responded to this section and their responses were in agreement. The section dealing with research activities (section number nine) got an unimportant to important category response from both counselors and administrators.

All four groups were asked to respond to the public relations segment of the survey (section number ten). All four groups considered these functions to be important or very important, with individual variation between groups.

The last four questions in the survey questionnaire were open-ended to solicit the respondents' comments regarding the following areas: 1. any other areas which were seen as counselor functions; 2. other functions that counselors should be fulfilling to help students; 3. what did the respondents expect of secondary school counselors; and 4. recommendations for counselor preparation and education. In response to the first question, the parents perceived counselor functions to include: assisting students in course selection based on the abilities and interests of the students; acting as ombudsman in cases of student-teacher conflict and to help improve student-teacher interaction and relationship; assisting in selection of institutions of higher education and in providing information regarding financial aid and scholarships; it was expected that in case of a problem encountered by the student the parents would be informed by the counselor. The attitude that the counselor expressed toward students was considered critical by the parents. It was expected that the counselor would be caring, encouraging and generally positive toward the students.

The business community and parents felt that counselors should provide life/career counseling and placement services for the non-college bound students. The business community recommended that counselors be knowledgeable about the job market trends and local job opportunities and requirements. Furthermore, they recommended that counselors should help encourage students to develop a realistic perspective toward life and the world of work. Counselors and administrators did not contribute much to this section. The only categories seen as counselor functions by both groups were that counselors should

coordinate their work with vocational and special education personnel in the school and be active in course scheduling.

The response to other functions counselors should fulfill, the respondents sampled generally agreed that counselors should have a closer counselor-student interaction and relationship. Moreover, it was stressed that counselors should provide assistance in course selection, career and educational planning and academic counseling. All four groups agreed that counselors should help prepare secondary school students for the "real world" and the world of work.

Parents were the only group that responded to the question on what was expected of secondary school counselors by them. The most frequent responses were: to assist students in making educational/vocational choices and to provide personal/academic counseling. The expectations that counselors should assist students in course selection and to inform parents of problems being encountered by their offspring were reiterated. Another expectation was that counselors should be available and interested in the students and be able to provide effective individual counseling.

The recommendations for counselor training from the respondents were as follows: approximately half the respondents from the business community and a fair number of parents recommended that counselors during their educational process should have "hands on" experience in a business setting. Parents and respondents from the other groups sampled recommended that counselors should have courses in psychology and sociology. The parents reiterated that counselors during their educational preparation period should be exposed to college and

university entrance requirements and have a working knowledge of assisting students in applying for scholarships and financial aid. Other recommendations made by various constituents included a better educational base in career and vocational counseling; using and interpreting tests; crisis intervention techniques; drug and alcohol counseling; and a knowledge of the operation and administration of schools.

The overall means for each item, regardless of group, town/city size, and number of counselors (excluding missing values), is presented in Table IX (Appendix I). This analysis indicates that all the groups sampled agreed that nearly all the functions listed were important, with means ranging from 210 to 2.8 (within the important to very important categories).

A few items were categorized below the important category, these included: a. group counseling for personal problems and concerns; b. assisting students in school in getting part-time jobs; c. conducting guidance activities in the classroom; d. conducting research activities on student characteristics; and, e. conducting research on new programs for implementation in the school system.

Results for each responding group with mean scores and ranking of the importance of each function is presented in Tables X, XI, XII, XIII (Appendices J, K, L, and M). The parents and the business groups sampled considered all the counselor functions very important or important. The counselors and administrators were the only groups that rated some functions from the unimportant to the important range. These include research and evaluation activities and conducting guidance activities in the classroom along with the class teacher.

The overall weighted mean score for each ASCA (American School Counselors Association) category are presented in Table XIV (Appendix N). The constituents sampled rated referral as the most important function that school counselors fulfill. All four constituents were asked to respond to this category. Referral in this context, implies the ability to recognize when the needs of the client fall beyond the scope of the personal competencies of the counselor or the institutional guidelines for service to students/clients, and to refer the students to the appropriate community agency for assistance.

The second highest rated category was educational and occupational planning. All four constituents were asked to respond to this section. Educational and occupational planning subsumes the following function: providing career and educational information; conducting guidance activities in the classroom; helping teachers to plan and implement teaching units where materials and concepts are related to guidance and development; and helping students to make life career choices.

The third highest rated category was pupil appraisal. Only counselors and administrators were asked to respond to this section of the survey questionnaire. Pupil appraisal includes functions such as planning, administering and interpreting tests to students. Moreover, it subsumes the counselor's function to interpret test scores to parents and teachers, and record keeping of all tests interpreted and scored.

The fourth rated category was program development. Only counselors and administrators responded to this section. Program development subsumes the following functions: developing objectives for the secondary

school guidance and counseling program; planning several activities to achieve the above objectives; planning specific evaluation methods for each of the programs and activities; and providing in-service training programs for school staff.

Counseling was rated fifth. All groups sampled were asked to respond to this section. Counseling activities in the school system included the following functions: individual and group counseling for personal, educational and vocational concerns and problems; counseling services for parents to help them understand their students; and to provide information to students regarding the content of school courses to assist students in decision-making.

The sixth rated category was public relations. All four groups were asked to respond to this section. Public relations functions subsume the following: keeping parents, students and teachers informed of guidance programs available, planning and conductin[illegible]entation programs; informing community agencies of student need[illegible]nd available guidance programs; planning and conducting parent-teacher meetings pertaining to guidance programs.

The seventh rated category was staff consulting. Only counselors and administrators were asked to respond to this segment of the questionnaire. Staff consulting includes the following functions: consultation with teachers; consultation with the school psychologists; and conducting guidance activities in the classroom along with the class teacher. The eighth rated category was parent help. All constituents responded to this section. Parent help involves: counseling parents on problems they are encountering with their children; and helping resolve family

conflicts around career and educational choices with parents and students.

The ninth rated category was placement. All four groups responded to this section of the questionnaire. Placement implies the following functions: assisting graduating students and dropouts in finding meaningful jobs; assisting students in school to find part-time jobs; conducting group guidance sessions in resume-writing, completing job applications, job interviewing skills, job application followup strategies; assisting students in making educational plans for the future, such as selecting a college, and career training programs.

The tenth rated category was research. Counselors and administrators were asked to respond to this section of the questionnaire. Research involves: conducting research studies on student characteristics, i.e., abilities, attitudes, and interests, etc.; conducting research on new programs for implementation in the school system; publishing a newsletter for students, parents and teachers regarding guidance programs and other relevant information.

Discussion, Implications and Recommendations

The results of the Connecticut Needs Assessment Survey indicate that the constituents sampled agreed with the ASCA definition of counselor role and function and considered all the tasks performed by counselors as important or very important. The implications of such results are clear in terms of counselor preparation. The model curriculum should include relevant coursework and experiential material to prepare and educate school counselors to perform in the school system.

The overall weighted means (Table XIV) suggest guidelines for an effective curriculum for secondary school counselors. The highest ranked function category by the constituents was referral. Information about referral is generally subsumed in courses entitled: "Guidance in the Secondary School" or "Planning, Organization and Implementation of Guidance Programs." Educational and occupational planning ranked second is educationally subsumed in courses such as "Guidance in the Secondary School," "Foundations of Guidance" and "Planning, Organization and Implementation of Guidance Programs." Pupil appraisal ranked third is generally taught under course titles such as "Tests and Measurement" or "Appraisal Procedures in Counseling." Program development ranked fourth is found in courses "Guidance in the Secondary School," "Planning, Organization and Implementation of Guidance Programs and Consultation." Counseling, the fifth ranked category can be found in courses entitled "Counseling Theories and Practice," "Counseling Techniques," and "Group Counseling." The sixth ranked category public relations is generally subsumed in courses such as "Foundations of Guidance," "Personnel, Organization and Implementation of Guidance Programs," and "Guidance in the Secondary School." Staff consulting ranked seventh is generally subsumed in courses entitled, "Guidance in the Secondary School and Consultation."

Parent-help ranked eighth is subsumed under courses such as "Foundations of Guidance" and "Consultation," specific courses to prepare students in family counseling are: "Family Counseling," "Dynamics of Family Interaction," and "Counseling Techniques." Placement, the ninth ranked category can be found in courses entitled, "Career Development/

Information/Exploration," and "Vocational Development."

Research ranked tenth is found in courses such as "Research and Evaluation," and "Statistical Assessment and Research Design."

The recommendations received from the constituents sampled for counselor preparation indicated that the following courses would prove helpful for secondary school counselors: 1. Sociology of occupations/career development/career information and exploration along with an experiential component; 2. Adolescent development and psychology, personality theories, social psychology and some course-work in Sociology; 3. Philosophy and organization of American Higher Education (subsuming entrance requirements to institutions of higher education); 4. Crisis intervention techniques and drug and alcohol abuse counseling; 5. Secondary school curriculum, legal phases of school administration, and the operation and administration of secondary schools.

Counselors and administrators both ranked staff consulting and research functions lower than other functions in the questionnaire. These findings indicate that counselors are not interested in specific tasks that may assist in providing them visibility in the communities they serve. Morril et al. (1974) stressed that an overriding set of counselor functions that relate to direct service, consultation and training, and media are that of assessment and evaluation. An assessment of institutional and individual needs in order to plan effective interventions followed by systematic evaluation of effects of whatever programs were developed.

An implication for counselor education in Connecticut would be a

rigorous exposure to research and evaluation activities for counselors in training. Moreover, counselors in training should be exposed to skills in training and educating others in identifying problems in students and in teaching communication skills to colleagues. To produce counselors for tomorrow, the counselor needs preparation to function not only as therapeutic and educational agents but also as human-relations trainers who can perform a variety of human relations and counseling tasks in the community as well as the schools (Gazda, 1972). A recommendation for counselor preparation (Baker, 1981) would be a utilitarian model based on recommendations made by Herr, Swisher, and Warner (1972) for a universal process to resolve the issue of counselor role confusion. According to Herr, et.al. (1972) the adoption of a universal role process rather than a role statement will help in clarifying a counselors' role and function. The universal role process would allow for a multitude of diverse counselor role statements to fit local needs. This would involve the blending of input from counselor/consumer needs with counselor competencies and community needs. Baker (1981) emphasizes that the implementation of such a model would require an accountable/competency based model for counselor preparation and education.

On the basis of the findings of this research, it is recommended that counselors be educated to bring into closer congruence their perceptions of the constituents they serve and their professional affiliation; i.e., ASCA. It is also recommended that another study be conducted to determine the needs of the secondary school students in the state of Connecticut.

Advisory Committee

An advisory committee was established to shape the exemplary curriculum. The members of the advisory committee represented the following groups: Counselor Educators (2); Connecticut Personnel and and Guidance Association (2); Connecticut Parent-Teacher Association (1); Connecticut Teachers Association (2); Connecticut Association of Secondary Schools (2); Connecticut Association of School Administrators (1); Connecticut Association of Boards of Education (1); Vocational Education Associations of Connecticut (1); Office of Youth Services (1); and, the Connecticut Business and Industry Association (1).

The advisory committee was actively involved in the instrument development phase for the Connecticut Needs Assessment Survey. Furthermore, they provided feedback and information to assist with the design and methods used in the needs assessment survey. This was valuable assistance since the committee represented a cross-section of concerned community members. After the national survey results and the needs assessment results were tabulated, they were presented, with recommendations, to the advisory committee for discussion and development of the exemplary curriculum.

The members of the advisory committee recommended that the following courses be included in the model curriculum to educate and prepare secondary school counselors for the State of Connecticut Table XV (Appendix O) presents the role and function category and the ranks: 1. Counseling theories and practice, counseling techniques, group counseling and a practicum in counseling and fieldwork; 2. Guidance in the secondary school, foundations of guidance, planning, organization and implementation of guidance programs; 3. Psychological Tests and

Measurement and appraisal procedures in counseling; 4. career development, career information, vocational development and life/career planning; 5. consultation; 6. family counseling, and patterns and dynamics of family interaction; 7. research and evaluation and statistical assessment; 8. Psychology courses such as abnormal psychology, theories of personality, and adolescent psychology and development.

Recommendations for the Model Curriculum

The model curriculum for the education of secondary school counselors for the State of Connecticut reflects the consensus of opinions expressed by the various publics sampled in terms of functions that should be performed by counselors, and what counselor education programs across the nation have incorporated in their curricula to educate and prepare secondary school counselors. Based on the results of both the national survey and the Connecticut needs assessment survey and the recommendations of the advisory committee, the project staff offers the following courses as a recommended framework for the Model Curriculum.

Title of the Course	Credits	One Course	Two Courses
1. Foundations of Guidance	3	x	
2. The Organization, Planning and Implementation of Guidance Programs in the Secondary School	3	x	
3. Counseling Theories and Practice	3	x	
4. Counseling Techniques	3	x	
5. Group Counseling, Dynamics, and Theories	3	x	

Title of the Course	Credits	One Course	Two Courses
6. Psychological Tests and Measurement and Appraisal Procedures in Counseling	6		x
7. Life/Career Planning	6		x
8. Consultation	3	x	
9. Research and Evaluation	3	x	
10. Fieldwork/Internship/Practicum	6		x

The above thirteen courses would serve as the core curriculum. This comprises thirty-six credit hours. Four elective courses (twelve credit hours) would be required to complete a master's at the University of Connecticut. The following is a list of recommended courses based on the results of the two surveys and the recommendations of the advisory committee:

1. Psychology of the Adolescent
2. Adolescent Development
3. Family Counseling
4. Patterns and Dynamics of Family Interaction
5. Theories of Personality
6. Crisis Intervention Techniques
7. Drug and Alcohol Abuse
8. Sociology of Occupations
9. Advanced Life/Career Planning and Placement Seminar
10. Secondary School Curriculum
11. Administration of Secondary Schools
12. Advanced Group Counseling and Psychotherapy

13. Cross-cultural Counseling

14. Organizational Development - Focus on the Organization of Business and Industry. An Experiential Component to be Included.

15. Case Management - Adolescent and Adult

16. Exceptional Children

The project staff reiterates its recommendation here for a competency-based model curriculum to educate and prepare secondary school counselors for the State of Connecticut. In general, the courses listed here are offered by counselor preparation programs, although the quality of instruction cannot be evaluated.

It is assumed here, that by designing a competency-based curriculum it would be insured that the instruction provided would lead to the achievement of specific competencies in secondary school counselors. Furthermore, as reported earlier, the national trend in counselor preparation programs is toward competency based curricula and nationally state certification boards are moving in the direction of certification on the basis of specific competencies acquired in University or college work during the educational preparation period.

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APPENDIX A

TABLE I

TYPICAL SECONDARY SCHOOL COUNSELOR EDUCATION CURRICULUM

(Required Courses)

Course Title	Rank	Percent of Total		
		One Course	Two Courses	Three Courses
Theories of counseling	1	93		
Internship	2	90	31	
Group procedures in counseling	3	89	13	
Career development/ information/exploration/ vocational development	4	86	21	
Counseling techniques	5	82		
Research and evaluation/ statistical assessment	6	69	21	7
Foundations of guidance	7	62		
Testing and measurement/ assessment techniques/ appraisal procedures	8	59	3	
Guidance in the secondary school	9	48	3	
Consultation	9	48	6	

APPENDIX B

TABLE II

ELECTIVE COURSES OFFERRED FOR THE
SECONDARY SCHOOL COUNSELOR EDUCATION PROGRAM

Course Title	Rank	Percent of Total
Behavior modification/learning theory with behavior theory emphasis	1	28
Exceptional children	2	10
Cross-cultural counseling	2	10
Organization of guidance programs	2	10
Abnormal psychology	2	10
Introduction to research in education	3	7
Philosophies of education	3	7
Interpersonal and group relations	3	7
Legal phases of school administration	3	7
Adolescent development and psychology	3	7
Foundations of marriage and family counseling	3	7
Learning disabilities	3	7
Personality theories	3	7
Counseling practicum - adolescent and adult	4	3
Secondary school curriculum	4	3
Emotional handicaps	4	3
Mental retardation	4	3
Planning and organization of guidance programs	4	3
Psychological and educational statistics	4	3
Case management - adolescent and adult	4	3

TABLE II (continued)

Social psychology	4	3
Individual testing	4	3
School and community relations	4	3
Family counseling	4	3
Seminar in counseling	4	3
Psychology of behavior management	4	3
Career education	4	3
Guidance techniques	4	3
Vocational planning for exceptional children	4	3
Occupational experience program	4	3
Placement of the handicapped	4	3
Patterns and dynamics of family interaction	4	3
Sociology of occupations	4	3
Introduction to behavioral counseling	4	3
Psychological adaptation	4	3
Group practicum	4	3
Organizational development	4	3
Ethics of the helping relationship	4	3
Psychological education	4	3
Psychological aspects of disability	4	3

APPENDIX C

TABLE III

STUDENT ENROLLMENT FIGURES FOR
PROGRAMS WITHIN COUNSELOR EDUCATION

(Percent of Schools Having Each Program
In Order of Enrollment)

Program	Enrollment				
	Highest 4	3	2	1	Lowest 0
Mental Health	40.6	14.7	13.5	11.5	14.3
Secondary School	28.1	44.1	18.4	11.5	14.3
Rehabilitation	15.6	14.7	10.5	11.5	23.8
Elementary School	9.4	11.8	26.3	50.0	23.8
Student Personnel	6.3	14.7	31.6	15.4	23.8

APPENDIX D

TABLE IV

A COMPARISON OF RESULTS OBTAINED BY THOMPSON AND IBRAHIM (1980) AND JONES (1975) ON THE VALUE OF MAKING COUNSELOR EDUCATION PROGRAMS COMPETENCY-BASED

Response Categories	Thompson & Ibrahim (1980) f*	%	Jones (1975) f**	%
Significant detrimental effect	1	2.4	5	2.1
Some loss	2	4.9	12	5.0
Probably no effect	7	17.1	37	15.5
Some benefit	20	48.8	106	44.4
Significant improvement	11	26.8	79	33.0

*Two institutions did not answer
**Eight institutions did not answer

APPENDIX E

TABLE V

CURRENT STATUS OF COMPETENCY-BASED
COUNSELOR EDUCATION CURRICULA

Response Categories	f*	%
Yes	13	31.7
No	18	43.9
Working toward that objective	10	24.4

*Two institutions did not answer

APPENDIX F

TABLE VI

COUNSELOR EDUCATION DEPARTMENTS' RESPONSES TO
COMPETENCY-BASED SCHOOL COUNSELOR CERTIFICATION PROGRAM

Response Categories	f*	%
Yes	21	55.3
No	17	44.7

*Five institutions did not answer

APPENDIX G

TABLE VII

IMPROVEMENT SOUGHT IN CURRICULA, STAFF, PRACTICUM SITES AND FACILITIES, INTERNSHIPS, CERTIFICATION, AND COUNSELORS IN THE FIELD BY COUNSELOR EDUCATION PROGRAMS

Curricula	f	%
Increase from 36 to 48 credit hour program	5	11.6
More counseling skills and training in specific areas: such as, assertiveness, problem solving, etc.	3	7.0
Required group course	3	7.0
Course on counseling the aged	2	4.7
Training in supervision skills	2	4.7
Required group practicum	1	2.3
Required research course	1	2.3
Required statistics course	1	2.3
Training in substance abuse counseling	1	2.3
Fewer education courses	1	2.3

TABLE VII (continued)

Staff	f	%
More staff needed	8	18.6
Lower faculty/student ratio	2	4.7
Field supervisors needed	2	4.7
Funds needed for faculty development	2	4.7
Practicum Sites and Facilities	**f**	**%**
In-house pre-practicum laboratory needed	6	13.9
Practicum quality needs improvement	6	13.9
Better practicum sites	6	13.9
More practicum hours needed	6	13.9
Internships	**f**	**%**
More funds to sponsor student internships	2	4.7
Certification	**f**	**%**
Concern about Teacher Education and Professional Standards Commission setting standards for counselors	1	2.3
Competency-based state certification required	1	2.3
Counselors in the Field	**f**	**%**
Better salaries needed	1	2.3
In-service education for school counselors	1	2.3

APPENDIX H

TABLE VIII

IMPORTANCE OF COUNSELOR FUNCTIONS
AS PERCEIVED BY PARENTS (P), COUNSELORS (C),
ADMINISTRATORS (A), AND THE BUSINESS COMMUNITY (B)

Role and Function	Means[1] P	C	A	B	F-Ratio
1. PROGRAM DEVELOPMENT					
a. Develop objectives for the secondary school guidance and counseling program.	NA[2]	2.640	2.842	NA	2.73
b. Plan several activities to achieve the above objectives.	NA	2.488	2.789	NA	4.5 *
c. Plan specific evaluation method for each of the program activities.	NA	2.286	2.210	NA	9.48
d. Provide in-service training programs for school staff.	NA	2.130	2.167	NA	0.05
2. COUNSELING					
a. Provide individual counseling services for personal problems and concerns.	2.346	2.723	2.550	2.309	13.11**
b. Provide group counseling services for personal problems and concerns.	1.813	2.200	2.050	1.900	13.24**
c. Provide individual counseling services for educational problems and concerns.	2.734	2.792	2.950	2.907	3.30*
d. Provide group counseling services for educational problems and concerns.	2.059	2.392	2.579	2.268	12.64**
e. Provide individual counseling services for vocational problems and concerns.	2.529	2.641	2.789	2.791	4.58**
f. Provide group counseling services for vocational problems and concerns.	2.003	2.368	2.500	2.286	15.38**
g. Provide counseling services for parents to help them understand their children.	1.916	2.212	2.158	2.154	6.97**
h. Provide information to students about the content of school courses and to aid them in course selection.	2.797	2.733	2.800	2.727	1.08

*p < .05 **p < .01

[1]Means are based on the following rating scale: 3 = Very Important, 2 = Important, 1 = Unimportant.

[2]NA denotes these groups were not asked to respond to these items.

TABLE VIII (continued)

Role and Function	Means P	C	A	B	F-Ratio
3. PUPIL APPRAISAL					
a. Keep a record of student test results and academic progress.	NA	2.414	2.526	NA	0.46
b. Plan, carry out, and interpret achievement, ability and interest testing programs to assess students.	NA	2.423	2.421	NA	0.14
c. Explain the results of testing to students and teachers.	NA	2.470	2.526	NA	0.14
4. EDUCATIONAL AND OCCUPATIONAL PLANNING					
a. Provide students with information about careers.	2.734	2.634	2.600	2.884	3.92**
b. Provide students with information about educational opportunities after high school.	2.741	2.682	2.789	2.909	2.7 *
c. Conduct guidance activities in the classroom; such as, career development, self-awareness, decision-making; along with the classroom teacher.	2.295	2.126	2.200	2.605	5.83**
d. Help teachers to plan and implement teaching units where the materials and concepts are related to guidance; i.e., career development, self-awareness, decision-making.	2.352	2.050	2.111	2.512	9.51**
e. Provide testing to help students make career choices.	2.387	2.256	2.400	2.500	2.2
5. REFERRAL					
a. Refer students with special needs to the appropriate community agency	2.470	2.641	2.650	2.537	3.82**
6. PLACEMENT					
a. Assist graduating students and dropouts in getting jobs.	2.122	2.057	2.000	2.000	0.78
b. Assist students in school to get part-time jobs.	1.950	1.975	1.765	1.721	1.85
c. Conduct group guidance sessions for students in resume-writing, completing job applications, job interviewing skills, and job application follow-up strategies.	2.264	2.057	1.800	2.659	12.01**
d. Assist students to make educational plans for the future; such as, selecting a college, career training programs, etc.	2.656	2.723	2.700	2.930	4.46**

TABLE VIII (continued)

Role and Function	Means P	C	A	B	F-Ratio
7. PARENT HELP					
a. Counsel with parents on problems their children are encountering.	2.236	2.527	2.250	2.317	7.54**
b. Help resolve family conflicts around career and educational choices with parents and students.	1.928	2.224	2.222	2.000	7.02**
8. STAFF CONSULTING					
a. Consult with teachers in areas; such as, student motivation, student behavior, educational adjustment, classroom management, and teaching strategies.	NA	2.422	2.263	NA	1.57
b. Consult with school psychologist on specific cases.	NA	2.644	2.632	NA	0.06
c. Conduct guidance activities in classroom along with classroom teacher.	NA	1.731	1.944	NA	1.92
9. RESEARCH					
a. Conduct research studies on student characteristics (abilities, attitudes, interests, etc.) for various publics; i.e., teachers, administrators, the business community.	NA	1.535	1.722	NA	1.03
b. Conduct research on new programs for implementation in school system.	NA	1.689	2.000	NA	2.84
c. Publish newsletter for students, parents, and teachers.	NA	1.975	2.000	NA	0.02
10. PUBLIC RELATIONS					
a. Keep public, i.e., parents, students, and teachers, informed of guidance programs available.	2.355	2.605	2.600	2.286	8.55**
b. Plan and conduct orientation programs.	2.108	2.442	2.650	2.105	17.03**
c. Inform community agencies of students' needs and guidance programs available.	2.098	2.221	2.316	1.951	3.26*
d. Plan and coordinate parent-teacher meetings pertaining to guidance programs.	2.062	2.290	2.400	2.143	6.93**

APPENDIX I

TABLE IX

IMPORTANCE OF EACH COUNSELOR FUNCTION:
OVERALL MEANS COMPUTED REGARDLESS OF GROUP,
TOWN/CITY SIZE AND NUMBER OF COUNSELORS

Role and Function	Means[1]
1. PROGRAM DEVELOPMENT	
a. Develop objectives for the secondary school guidance and counseling program.	2.7
b. Plan several activities to achieve the above objectives.	2.5
c. Plan specific evaluation method for each of the program activities.	2.3
d. Provide in-service training programs for school staff.	2.1
2. COUNSELING	
a. Provide individual counseling services for personal problems and concerns.	2.4
b. Provide group counseling services for personal problems and concerns.	1.9
c. Provide individual counseling services for educational problems and concerns.	2.8
d. Provide group counseling services for educational problems and concerns.	2.1
e. Provide individual counseling services for vocational problems and concerns.	2.6
f. Provide group counseling services for vocational problems and concerns.	2.1
g. Provide counseling services for parents to help them understand their children.	2.0
h. Provide information to students about the content of school courses and to aid them in course selection.	2.8

[1]Means are based on the following rating scale: 3 = Very Important;
2 = Important
1 = Unimportant

TABLE IX (continued)

Role and Function	Means
3. PUPIL APPRAISAL	
a. Keep a record of student test results and academic progress.	2.4
b. Plan, carry out, and interpret achievement, ability and interest testing programs to assess students.	2.4
c. Explain the results of testing to students and teachers.	2.5
4. EDUCATIONAL AND OCCUPATIONAL PLANNING	
a. Provide students with information about careers.	2.7
b. Provide students with information about educational opportunities after high school.	2.7
c. Conduct guidance activities in the classroom; such as, career development, self-awareness, decision-making; along with the classroom teachers.	2.3
d. Help teachers to plan and implement teaching units where the materials and concepts are related to guidance; i.e., career development, self-awareness, decision-making.	2.3
e. Provide testing to help students make career choices.	2.4
5. REFERRAL	
a. Refer students with special needs to the appropriate community agency.	2.5
6. PLACEMENT	
a. Assist graduating students and dropouts in getting jobs.	2.1
b. Assist students in school to get part-time jobs.	1.9
c. Conduct group guidance sessions for students in resume-writing, completing job applications, job interviewing skills, and job application follow-up strategies.	2.2
d. Assist students to make educational plans for the future; such as, selecting a college, career training programs, etc.	2.7

TABLE IX (continued)

Role and Function	Means
7. PARENT HELP	
a. Counsel with parents on problems their children are encountering.	2.3
b. Help resolve family conflicts around career and educational choices with parents and students.	2.0
8. STAFF CONSULTING	
a. Consult with teachers in areas; such as, student motivation, student behavior, educational adjustment, classroom management, and teaching strategies.	2.4
b. Consult with school psychologist on specific cases.	2.6
c. Conduct guidance activities in classroom along with classroom teacher.	1.8
9. RESEARCH	
a. Conduct research studies on student characteristics (abilities, attitudes, interests, etc.) for various publics; i.e., teachers, administrators, business community.	1.6
b. Conduct research on new programs for implementation in school system.	1.7
c. Publish newsletter for students, parents, and teachers.	2.0
10. PUBLIC RELATIONS	
a. Keep public, i.e., parents, students, and teachers, informed of guidance programs available.	2.4
b. Plan and conduct orientation programs.	2.2
c. Inform community agencies of students' needs and guidance programs available.	2.1
d. Plan and coordinate parent-teacher meetings pertaining to guidance programs.	2.1

APPENDIX J

TABLE X

MEAN SCORES IN RANK ORDER FORM BY IMPORTANCE OF EACH ITEM IN THE QUESTIONNAIRE AS RATED BY PARENTS

Role and Function	Means[1]
2h. Provide information to students about the content of school courses and to aid them in course selection.	2.797
4b. Provide students with information about educational opportunities after high school.	2.741
4a. Provide students with information about careers.	2.734
2c. Provide individual counseling services for educational problems and concerns.	2.734
6d. Assist students to make educational plans for the future; such as, selecting a college, career training programs, etc.	2.656
2e. Provide individual counseling services for vocational problems and concerns.	2.529
5a. Refer students with special needs to the appropriate community agency.	2.470
4e. Provide testing to help students make career choices.	2.387
10a. Keep public, i.e., parent, students, and teachers, informed of guidance programs available.	2.355
4d. Help teachers to plan and implement teaching units where the materials and concepts are related to guidance; i.e., career development, self-awareness, decision-making.	2.352
2a. Provide individual counseling services for personal problems and concerns.	2.346
4c. Conduct guidance activities in the classroom; such as, career development, self-awareness, decision-making; along with the classroom teacher.	2.295
6c. Conduct group guidance sessions for students in resume-writing, completing job applications, job interviewing skills, and job application follow-up strategies.	2.264

[1]Means are based on the following scale: 3 = Very Important
2 = Important
1 = Unimportant

TABLE X (continued)

Role and Function	Means
7a. Counsel with parents on problems their children are encountering.	2.236
6a. Assist graduating students and dropouts in getting jobs.	2.122
10b. Plan and conduct orientation programs.	2.108
10c. Inform community agencies of students' needs and guidance programs available.	2.098
10d. Plan and coordinate parent-teacher meetings pertaining to guidance programs.	2.062
2d. Provide group counseling services for educational problems and concerns.	2.059
2f. Provide group counseling services for vocational problems and concerns.	2.003
6b. Assist students in school to get part-time jobs.	1.950
7b. Help resolve family conflicts around career and educational choices with parents and students.	1.928
2g. Provide counseling services for parents to help them understand their children.	1.916
2b. Provide group counseling services for personal problems and concerns.	1.813

APPENDIX K

TABLE XI

MEAN SCORES IN RANK ORDER FORM BY IMPORTANCE OF EACH ITEM IN THE QUESTIONNAIRE AS RATED BY THE BUSINESS COMMUNITY

Role and Function	Means[1]
6d. Assist students to make educational plans for the future; such as, selecting a college, career training programs, etc.	2.930
4b. Provide students with information about educational opportunities after high school.	2.909
2c. Provide individual counseling services for educational problems and concerns.	2.907
4a. Provide students with information about careers.	2.884
2e. Provide individual counseling services for vocational problems and concerns.	2.791
2h. Provide information to students about the content of school courses and to aid them in course selection.	2.727
6c. Conduct group guidance sessions for students in resume-writing, completing job applications, job interviewing skills, and job application follow-up strategies.	2.659
4c. Conduct guidance activities in the classroom; such as, career development, self-awareness, decision-making, along with the classroom teacher.	2.605
5a. Refer students with special needs to the appropriate community agency.	2.537
4d. Help teachers to plan and implement teaching units where the materials and concepts are related to guidance; i.e., career development, self-awareness, decision-making.	2.512
4e. Provide testing to help students make career choices.	2.500
7a. Counsel with parents on problems their children are encountering.	2.317
2a. Provide individual counseling services for personal problems and concerns.	2.309
10a. Keep public, i.e., parents, students, and teachers, informed of guidance programs available.	2.286

[1]Means are based on the following scale: 3 = Very Important
2 = Important
1 = Unimportant

TABLE XI (continued)

Role and Function	Means
2f. Provide group counseling services for vocational problems and concerns.	2.286
2d. Provide group counseling services for educational problems and concerns.	2.268
2g. Provide counseling services for parents to help them understand their children.	2.154
10d. Plan and coordinate parent-teacher meetings pertaining to guidance programs.	2.143
10c. Inform community agencies of students' needs and guidance programs available.	1.951
10b. Plan and conduct orientation programs.	2.105
6a. Assist graduating students and dropouts in getting jobs.	2.000
7b. Help resolve family conflicts around career and educational choices with parents and students.	2.000
2b. Provide group counseling services for personal problems and concerns.	1.900
6b. Assist students in school to get part-time jobs.	1.721

APPENDIX L

TABLE XII

MEAN SCORES IN RANK ORDER FORM BY IMPORTANCE OF EACH ITEM IN THE QUESTIONNAIRE AS RATED BY COUNSELORS

Role and Function	Means[1]
2c. Provide individual counseling services for educational problems and concerns.	2.734
2h. Provide information to students about the content of school courses and to aid them in course selection.	2.733
6d. Assist students to make educational plans for the future; such as, selecting a college, career training programs, etc.	2.723
2a. Provide individual counseling services for personal problems and concerns.	2.723
4b. Provide students with information about educational opportunities after high school.	2.682
8b. Consult with school psychologist on specific cases.	2.644
2e. Provide individual counseling services for vocational problems and concerns.	2.641
5a. Refer students with special needs to the appropriate community agency.	2.641
1a. Develop objectives for the secondary school guidance and counseling program.	2.640
4a. Provide students with information about careers.	2.634
10a. Keep public, i.e., parents, students, and teachers, informed of guidance programs available.	2.605
7a. Counsel with parents on problems their children are encountering.	2.527
1b. Plan several activities to achieve the above objectives	2.488
3c. Explain the results of testing to students and teachers.	2.470
10b. Plan and conduct orientation programs.	2.442
3b. Plan, carry out, and interpret achievement, ability and interest testing programs to assess students.	2.423

[1]Means are based on the following scale: 3 = Very Important
2 = Important
1 = Unimportant

TABLE XII (continued)

	Role and Function	Means
8a.	Consult with teachers in areas; such as, student motivation, student behavior, educational adjustment, classroom management, and teaching strategies.	2.422
3a.	Keep a record of student test results and academic progress.	2.414
2d.	Provide group counseling services for educational problems and concerns.	2.392
2f.	Provide group counseling services for vocational problems and concerns.	2.368
10d.	Plan and coordinate parent-teacher meetings pertaining to guidance programs.	2.290
1c.	Plan specific evaluation method for each of the program activities.	2.286
4e.	Provide testing to help students make career choices.	2.256
7b.	Help resolve family conflicts around career and educational choices with parents and students.	2.224
10c.	Inform community agencies of students' needs and guidance programs available.	2.221
2g.	Provide counseling services for parents to help them understand their children.	2.212
4c.	Conduct guidance activities in the classroom; such as, career development, self-awareness, decision-making; along with the classroom teacher.	2.126
2b.	Provide group counseling services for personal problems and concerns.	2.200
6a.	Assist graduating students and dropouts in getting jobs.	2.057
6c.	Conduct group guidance sessions for students in resume-writing, completing job applications, job interviewing skills, and job application follow-up strategies.	2.057
4d.	Help teachers to plan and implement teaching units where the materials and concepts are related to guidance; i.e., career development, self-awareness, decision-making.	2.050

TABLE XII (continued)

	Role and Function	Means
6b.	Assist students in school to get part-time jobs.	1.975
9c.	Publish newsletter for students, parents, and teachers.	1.975
8c.	Conduct guidance activities in classroom along with classroom teachers.	1.731
9b.	Conduct research on new programs for implementation in school system.	1.689
9a.	Conduct research studies on student characteristics (abilities, attitudes, interests, etc.) for various publics; i.e., teachers, administrators, the business community.	1.535

TABLE XIII

MEAN SCORES IN RANK ORDER FORM BY IMPORTANCE OF EACH ITEM IN THE QUESTIONNAIRE AS RATED BY ADMINISTRATORS

	Role and Function	Means[1]
2c.	Provide individual counseling services for educational problems and concerns.	2.950
1a.	Develop objectives for the secondary school guidance and counseling program.	2.842
2h.	Provide information to students about the content of school courses and to aid them in course selection.	2.800
2e.	Provide individual counseling services for vocational problems and concerns.	2.789
1b.	Plan several activities to achieve the above objectives.	2.789
4b.	Provide students with information about educational opportunities after high school.	2.789
6d.	Assist students to make educational plans for the future; such as, selecting a college, career training programs, etc.	2.700
5a.	Refer students wihh special needs to the appropriate community agency.	2.650
10b.	Plan and conduct orientation programs.	2.650
8b.	Consult with school psychologist on specific cases.	2.632
10a.	Keep public, i.e., parents, students and teachers, informed of guidance programs available.	2.600
4a.	Provide students with information about careers.	2.600
2d.	Provide group counseling services for educational problems and concerns.	2.579
2a.	Provide individual counseling services for personal problems and concerns.	2.550
3c.	Explain the results of testing to students and teachers.	2.526
3a.	Keep a record of student test results and academic progress.	2.526
2f.	Provide group counseling services for vocational problems and concerns.	2.500

[1]Means are based on the following scale: 3 = Very Important
2 = Important
1 = Unimportant

TABLE XIII (Continued)

	Role and Function	Means
3b.	Plan, carry out, and interpret achievement, ability, and interest testing programs to assess students.	2.421
10d.	Plan and coordinate parent-teacher meetings pertaining to guidance programs.	2.400
4e.	Provide testing to help students make career choices.	2.400
10c.	Inform community agencies of students' needs and guidance programs available.	2.316
8a.	Consult with teachers in areas; such as, student motivation, student behavior, educational adjustment, classroom management, and teaching strategies.	2.263
7a.	Counsel with parents on problems their children are encountering.	2.250
7b.	Help resolve family conflicts around career and educational choices with parents and students.	2.222
1c.	Plan specific evaluation method for each of the program activities.	2.210
4c.	Conduct guidance activities in the classroom; such as, career development, self-awareness, decision-making; along with the classroom teacher.	2.200
1d.	Provide in-service training programs for school staff.	2.167
2g.	Provide counseling services for parents to help them understand their children.	2.158
4d.	Help teachers to plan and implement teaching units where the materials and concepts are related to guidance; i.e., career development, self-awareness, decision-making.	2.111
2b.	Provide group counseling services for personal problems and concerns.	2.050
6a.	Assist graduating students and dropouts in getting jobs.	2.000
9c.	Publish newsletter for students, parents, and teachers.	2.000
9b.	Conduct research on new programs for implementation in school system.	2.000

TABLE XIII (continued)

Role and Function	Means
8c. Conduct guidance activities in classroom along with classroom teacher.	1.944
6c. Conduct group guidance sessions for students in resume-writing, completing job applications, job interviewing skills, and job application follow-up strategies.	1.800
6b. Assist students in school to get part-time jobs.	1.765
9a. Conduct research studies in student characteristics (abilities, attitudes, interests, etc.) for various publics; i.e., teachers, administrators, the business community.	1.722

APPENDIX N

TABLE XIV

IMPORTANCE OF EACH COUNSELOR FUNCTION ASCA CATEGORIES
(OVERALL WEIGHTED MEANS)
AS RATED BY PARENTS, COUNSELORS, ADMINISTRATORS
AND THE BUSINESS COMMUNITY

ASCA Role and Function Categories	Means*	Rank
1. Program Development**	2.4440	4
2. Counseling	2.4350	5
3. Pupil Appraisal**	2.4633	3
4. Educational and Occupational Planning	2.4884	2
5. Referral	2.5745	1
6. Placement	2.2112	9
7. Parent Help	2.2130	8
8. Staff Consulting**	2.2727	7
9. Research**	1.8201	10
10. Public Relations	2.2895	6

* Means are based on the following categories:

3 = Very Important
2 = Important
1.= Unimportant

** Only counselors and administrators responded to these role/function categories.

APPENDIX O

TABLE XV

IMPORTANCE OF EACH COUNSELOR FUNCTION (ASCA) CATEGORIES. OVERALL MEANS AS RATED BY THE ADVISORY COMMITTEE MEMBERS *

ASCA Counselor Role and Function Category	Means	Rank
1. Program Development	6.17	6
2. Counseling	1.83	1
3. Pupil Appraisal	3.83	3
4. Educational and Occupational Planning	2.33	2
5. Referral	5.17	5
6. Placement	5.0	4
7. Parent	7.33	8
8. Staff Consulting	7.83	9
9. Research	8.83	10
10. Public Relations	6.33	7

* Based on six responses received from a total of 14 members. Two unuseable rating forms were received.

CONNECTICUT NEEDS ASSESSMENT SURVEY
ROLE AND FUNCTION OF THE SECONDARY SCHOOL COUNSELOR

Counselor Form

We ask your cooperation to assist us in finding out what different groups of people believe are the most important job tasks of the secondary school counselor. As a counselor at a secondary school, you are in the best position to be aware of what kinds of guidance services your students need.

The following list of job functions represent many of the job tasks which counselors have been expected to carry out. We ask that you rate each task as to whether you believe it is very important, important, unimportant to the role of a secondary school counselor, or if you have no opinion on a specific job function, by placing a check mark in the appropriate space provided.

Role and Function	Very Important	Important	Unimportant	No Opinion
1. PROGRAM DEVELOPMENT				
a. Develop objectives for the secondary school guidance and counseling program.	____	____	____	____
b. Plan several activities to achieve the above objectives.	____	____	____	____
c. Plan specific evaluation method for each of the program activities.	____	____	____	____
d. Provide in-service training programs for school staff.	____	____	____	____
2. COUNSELING				
a. Provide individual counseling services for personal problems and concerns.	____	____	____	____
b. Provide group counseling services for personal problems and concerns.	____	____	____	____
c. Provide individual counseling services for educational problems and concerns.	____	____	____	____
d. Provide group counseling services for educational problems and concerns.	____	____	____	____
e. Provide individual counseling services for vocational problems and concerns.	____	____	____	____
f. Provide group counseling services for vocational problems and concerns.	____	____	____	____
g. Provide counseling services for parents to help them understand their children.	____	____	____	____
h. Provide information to students about the content of school courses and to aid them in course selection.	____	____	____	____

Role and Function	Very Important	Important	Unimportant	No Opinion
3. PUPIL APPRAISAL				
a. Keep a record of student test results and academic progress.	____	____	____	____
b. Plan, carry out, and interpret achievement, ability, and interest testing programs to assess students.	____	____	____	____
c. Explain the results of testing to students and teachers.	____	____	____	____
4. EDUCATIONAL AND OCCUPATIONAL PLANNING				
a. Provide students with information about careers.	____	____	____	____
b. Provide students with information about educational opportunities after high school.	____	____	____	____
c. Conduct guidance activities in the classroom; such as, career development, self-awareness, decision-making; along with the classroom teachers.	____	____	____	____
d. Help teachers to plan and implement teaching units where the materials and concepts are related to guidance; i.e., career development, self-awareness, decision-making.	____	____	____	____
e. Provide testing to help students make career choices.	____	____	____	____
5. REFERRAL				
a. Refer students with special needs to the appropriate community agency.	____	____	____	____
6. PLACEMENT				
a. Assist graduating students and dropouts in getting jobs.	____	____	____	____
b. Assist students in school to get part-time jobs.	____	____	____	____
c. Conduct group guidance sessions for students in resume-writing, completing job applications, job interviewing skills, and job application follow-up strategies.	____	____	____	____
d. Assist students to make educational plans for the future; such as, selecting a college, career training program, etc.	____	____	____	____

Role and Function	Very Important	Important	Unimportant	No Opinion
7. PARENT HELP				
a. Counsel with parents on problems their children are encountering.	____	____	____	____
b. Help resolve family conflicts around career and educational choices with parents and students.	____	____	____	____
8. STAFF CONSULTING				
a. Consult with teachers in areas; such as, student motivation, student behavior, educational adjustment, classroom management, and teaching strategies.	____	____	____	____
b. Consult with school psychologist on specific cases.	____	____	____	____
c. Conduct guidance activities in classroom along with classroom teacher.	____	____	____	____
9. RESEARCH				
a. Conduct research studies on student characteristics (abilities, attitudes, interests, etc.) for various publics; i.e., teachers, administrators, business community.	____	____	____	____
b. Conduct research on new programs for implementation in school system.	____	____	____	____
c. Publish newsletter for students, parents, and teachers.	____	____	____	____
10. PUBLIC RELATIONS				
a. Keep public, i.e., parents, students, and teachers, informed of guidance programs available.	____	____	____	____
b. Plan and conduct orientation programs.	____	____	____	____
c. Inform community agencies of students' needs and guidance programs available.	____	____	____	____
d. Plan and coordinate parent-teacher meetings pertaining to guidance programs.	____	____	____	____

Role and Function	Very Important	Important	Unimportant	No Opinion
11. OTHER: Please list and rate any other areas which you see as counselor functions:				
a. _____				
_____	____	____	____	____
b. _____				
_____	____	____	____	____
c. _____				
_____	____	____	____	____
d. _____				
_____	____	____	____	____
12. RECOMMENDATIONS: What would you recommend for the training of secondary school counselors? (Please list and rate each.)				
a. _____				
_____	____	____	____	____
b. _____				
_____	____	____	____	____
c. _____				
_____	____	____	____	____
d. _____				
_____	____	____	____	____

e. What do you expect from secondary school counselors?

_____

_____

_____

f. What other things do you think school counselors should be doing to help students?

_____

_____

_____

(Please use back of this form if necessary.)

Appendix Q

CONNECTICUT NEEDS ASSESSMENT SURVEY
ROLE AND FUNCTION OF THE SECONDARY SCHOOL COUNSELOR

Administrator Form

We ask your cooperation to assist us in finding out what different groups of people believe are the most important job tasks of the secondary school counselor. As an administrator at a secondary school, you are in the best position to be aware of what kinds of guidance services your students need.

The following list of job functions represent many of the job tasks which counselors have been expected to carry out. We ask that you rate each task as to whether you believe it is very important, important, unimportant to the role of a secondary school counselor, or if you have no opinion on a specific job function, by placing a check mark in the appropriate space provided.

Role and Function	Very Important	Important	Unimportant	No Opinion
1. PROGRAM DEVELOPMENT				
a. Develop objectives for the secondary school guidance and counseling program.	____	____	____	____
b. Plan several activities to achieve the above objectives.	____	____	____	____
c. Plan specific evaluation method for each of the program activities.	____	____	____	____
d. Provide in-service training programs for school staff.	____	____	____	____
2. COUNSELING				
a. Provide individual counseling services for personal problems and concerns.	____	____	____	____
b. Provide group counseling services for personal problems and concerns.	____	____	____	____
c. Provide individual counseling services for educational problems and concerns.	____	____	____	____
d. Provide group counseling services for educational problems and concerns.	____	____	____	____
e. Provide individual counseling services for vocational problems and concerns.	____	____	____	____
f. Provide group counseling services for vocational problems and concerns.	____	____	____	____
g. Provide counseling services for parents to help them understand their children.	____	____	____	____
h. Provide information to students about the content of school courses and to aid them in course selection.	____	____	____	____

Role and Function	Very Important	Important	Unimportant	No Opinion
3. PUPIL APPRAISAL				
a. Keep a record of student test results and academic progress.	____	____	____	____
b. Plan, carry out, and interpret achievement, ability and interest testing programs to assess students.	____	____	____	____
c. Explain the results of testing to students and teachers.	____	____	____	____
4. EDUCATIONAL AND OCCUPATIONAL PLANNING				
a. Provide students with information about careers.	____	____	____	____
b. Provide students with information about educational opportunities after high school.	____	____	____	____
c. Conduct guidance activities in the classroom; such as, career development, self-awareness, decision-making; along with the classroom teacher.	____	____	____	____
d. Help teachers to plan and implement teaching units where the materials and concepts are related to guidance; i.e., career development, self-awareness, decision-making.	____	____	____	____
e. Provide testing to help students make career choices.	____	____	____	____
5. REFERRAL				
a. Refer students with special needs to the appropriate community agency.	____	____	____	____
6. PLACEMENT				
a. Assist graduating students and dropouts in getting jobs.	____	____	____	____
b. Assist students in school to get part-time jobs.	____	____	____	____
c. Conduct group guidance sessions for students in resume-writing, completing job applications, job interviewing skills, and job application follow-up strategies.	____	____	____	____
d. Assist students to make educational plans for the future; such as, selecting a college, career training programs, etc.	____	____	____	____

Role and Function	Very Important	Important	Unimportant	No Opinion
7. PARENT HELP				
a. Counsel with parents on problems their children are encountering.	____	____	____	____
b. Help resolve family conflicts around career and educational choices with parents and students.	____	____	____	____
8. STAFF CONSULTING				
a. Consult with teachers in areas; such as, student motivation, student behavior, educational adjustment, classroom management, and teaching strategies.	____	____	____	____
b. Consult with school psychologist on specific cases.	____	____	____	____
c. Conduct guidance activities in classroom along with classroom teacher.	____	____	____	____
9. RESEARCH				
a. Conduct research studies on student characteristics (abilities, attitudes, interests, etc.) for various publics; i.e., teachers, administrators, the business community.	____	____	____	____
b. Conduct research on new programs for implementation in school system.	____	____	____	____
c. Publish newsletter for students, parents, and teachers.	____	____	____	____
10. PUBLIC RELATIONS				
a. Keep public, i.e., parents, students, and teachers, informed of guidance programs available.	____	____	____	____
b. Plan and conduct orientation programs.	____	____	____	____
c. Inform community agencies of students' needs and guidance programs available.	____	____	____	____
d. Plan and coordinate parent-teacher meetings pertaining to guidance programs.	____	____	____	____

Role and Function	Very Important	Important	Unimportant	No Opinion
11. OTHER: Please list and rate any other areas which you see as counselor functions:				
a. _____				
_____	____	____	____	____
b. _____				
_____	____	____	____	____
c. _____				
_____	____	____	____	____
d. _____				
_____	____	____	____	____
12. RECOMMENDATIONS: What would you recommend for the training of secondary school counselors? (Please list and rate each.)				
a. _____				
_____	____	____	____	____
b. _____				
_____	____	____	____	____
c. _____				
_____	____	____	____	____
d. _____				
_____	____	____	____	____

e. What do you expect from secondary school counselors?

_____

_____

_____

f. What other things do you think school counselors should be doing to help students?

_____

_____

_____

(Please use back of form if necessary.)

CONNECTICUT NEEDS ASSESSMENT SURVEY
ROLE AND FUNCTION OF THE SECONDARY SCHOOL COUNSELOR

Parent Form

We ask your cooperation to assist us in finding out what different groups of people believe are the most important job tasks of the secondary school counselor. As a parent of a high school student, you are in the best position to be aware of which kinds of guidance services your son or daughter needs.

The following list of job functions represent many of the job tasks which counselors have been expected to carry out. We ask that you rate each task as to whether you believe it is very important, important, unimportant to the role of a secondary school counselor, or if you have no opinion on a specific job function, by placing a check mark in the appropriate space provided.

Role and Function	Very Important	Important	Unimportant	No Opinion
1. COUNSELING				
a. Provide individual counseling services for personal problems and concerns.	____	____	____	____
b. Provide group counseling services for personal problems and concerns.	____	____	____	____
c. Provide individual counseling services for educational problems and concerns.	____	____	____	____
d. Provide group counseling services for educational problems and concerns.	____	____	____	____
e. Provide individual counseling services for vocational problems and concerns.	____	____	____	____
f. Provide group counseling services for vocational problems and concerns.	____	____	____	____
g. Provide counseling services for parents to help them understand their children.	____	____	____	____
h. Provide information to students about the content of school courses and to aid them in course selection.	____	____	____	____
2. EDUCATIONAL AND OCCUPATIONAL PLANNING				
a. Provide students with information about careers.	____	____	____	____
b. Provide students with information about educational opportunities after high school.	____	____	____	____
c. Conduct guidance activities in the classroom; such as, career development, self-awareness, decision-making; along with the classroom teacher.	____	____	____	____

Parent Form

Role and Function	Very Important	Important	Unimportant	No Opinion
2. EDUCATIONAL AND OCCUPATIONAL PLANNING (contd.)				
d. Plan, carry out, and interpret achievement, ability and interest testing programs to assess students.	____	____	____	____
e. Provide testing services for students making career choices.	____	____	____	____
3. REFERRAL				
a. Refer students with special needs to appropriate community agencies.	____	____	____	____
4. PLACEMENT				
a. Assist graduating students and dropouts in getting jobs.	____	____	____	____
b. Assist students in school to get part-time jobs.	____	____	____	____
c. Conduct group guidance sessions for students in resume-writing, completing job applications, job interviewing skills, and job application follow-up strategies.	____	____	____	____
d. Assist students to make educational plans for the future; such as, selecting a college, career training program, etc.	____	____	____	____
5. PARENT HELP				
a. Counsel with parents on problems our children are encountering.	____	____	____	____
b. Help resolve family conflicts around career and educational choices with parents and students.	____	____	____	____
6. PUBLIC RELATIONS				
a. Keep public, i.e., parents, students, and teachers, informed of guidance programs available.	____	____	____	____
b. Plan and conduct orientation programs.	____	____	____	____
c. Inform community agencies of students' needs and guidance programs available.	____	____	____	____
d. Plan and coordinate parent-teacher meetings pertaining to guidance programs.	____	____	____	____

Role and Function	Very Important	Important	Unimportant	No Opinion
7. OTHER: Please list and rate any other areas which you see as counselor functions:				
a. _____				
_____	____	____	____	____
b. _____				
_____	____	____	____	____
c. _____				
_____	____	____	____	____
d. _____				
_____	____	____	____	____
8. RECOMMENDATIONS: What would you recommend for the training of secondary school counselors? (Please list and rate each.)				
a. _____				
_____	____	____	____	____
b. _____				
_____	____	____	____	____
c. _____				
_____	____	____	____	____
d. _____				
_____	____	____	____	____

e. What do you expect from secondary school counselors?

_____

_____

_____

f. What other things do you think school counselors should be doing to help students?

_____

_____

_____

(Please use back of form if necessary.)

CONNECTICUT NEEDS ASSESSMENT SURVEY
ROLE AND FUNCTION OF THE SECONDARY SCHOOL COUNSELOR

We ask your cooperation to assist us in finding out what different groups of people believe are the most important job tasks of the secondary school counselor. As a member of the business community, you are in a position to be aware of the kinds of guidance services which students should receive.

The following list of job functions represent many of the job tasks which counselors have been expected to carry out. We ask that you rate each as to whether you believe it is very important, important, unimportant to the role of a secondary school counselor, or if you have no opinion on a specific job function, by placing a check mark in the appropriate space provided.

Role and Function	Very Important	Important	Unimportant	No Opinion
1. COUNSELING				
a. Provide individual counseling services for personal problems and concerns.	____	____	____	____
b. Provide group counseling services for personal problems and concerns.	____	____	____	____
c. Provide individual counseling services for educational problems and concerns.	____	____	____	____
d. Provide group counseling services for educational problems and concerns.	____	____	____	____
e. Provide individual counseling services for vocational problems and concerns.	____	____	____	____
f. Provide group counseling services for vocational problems and concerns.	____	____	____	____
g. Provide counseling services for parents to help them understand their children.	____	____	____	____
h. Provide information to students about the content of school courses and to aid them in course selection.	____	____	____	____
2. EDUCATIONAL AND OCCUPATIONAL PLANNING				
a. Provide students with information about careers.	____	____	____	____
b. Provide students with information about educational opportunities after high school.	____	____	____	____
c. Conduct guidance activities in the classroom; such as, career development, self-awareness, decision-making; along with the classroom teacher.	____	____	____	____

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Role and Function	Very Important	Important	Unimportant	No Opinion
2. EDUCATIONAL AND OCCUPATIONAL PLANNING (contd.)				
d. Plan, carry out, and interpret achievement, ability and interest testing programs to assess students.	____	____	____	____
e. Provide testing services for students making career choices.	____	____	____	____
3. REFERRAL				
a. Refer students with special needs to appropriate community agencies.	____	____	____	____
4. PLACEMENT				
a. Assist graduating students and dropouts in getting jobs.	____	____	____	____
b. Assist students in school to get part-time jobs.	____	____	____	____
c. Conduct group guidance sessions for students in resume-writing, completing job applications, job interviewing skills, and job application follow-up strategies.	____	____	____	____
d. Assist students to make educational plans for the future; such as, selecting a college, career training program, etc.	____	____	____	____
5. PARENT HELP				
a. Counsel with parents on problems their children are encountering.	____	____	____	____
b. Help resolve family conflicts around career and educational choices with parents and students.	____	____	____	____
6. PUBLIC RELATIONS				
a. Keep public, i.e., parents, students, and teachers, informed of guidance programs available.	____	____	____	____
b. Plan and conduct orientation programs.	____	____	____	____
c. Inform community agencies of students' needs and guidance programs available.	____	____	____	____
d. Plan and coordinate parent-teacher meetings pertaining to guidance programs.	____	____	____	____

BCF

Role and Function	Very Important	Important	Unimportant	No Opinion
7. OTHER: Please list and rate any other areas which you see as counselor functions:				
a. _____				
_____	____	____	____	____
b. _____				
_____	____	____	____	____
c. _____				
_____	____	____	____	____
d. _____				
_____	____	____	____	____
8. RECOMMENDATIONS: What would you recommend for the training of secondary school counselors? (Please list and rate each.)				
a. _____				
_____	____	____	____	____
b. _____				
_____	____	____	____	____
c. _____				
_____	____	____	____	____
d. _____				
_____	____	____	____	____

e. What do you expect from secondary school counselors?

_____

_____

_____

f. What other things do you think school counselors should be doing to help students?

_____

_____

_____

(Please use back of form if necessary.)

BCF

UNIVERSITY OF CONNECTICUT

SCHOOL COUNSELOR EDUCATION PROGRAMS

NATIONAL SURVEY

Introduction:

Questions that do not apply to your program because of the unique features of your program will need to be commented on, please write them down. All notations will be read carefully to assure accuracy. All responses of individual institutions will be held in strictest confidence. The results will be reported nationally only.

1, University Name: _____

2. Total University enrollment: _____

3. Name of person completing questionnaire: _____

4. Position: _____

5. What specific degrees are offered by your program? (Please circle appropriate categories)

B.A./B.S. M.A./M.Ed./M.S. Ph.D/Ed.D.

6. What programs do you offer within Counselor Education? (Please check all categories that apply)

____ a. Secondary School ____ b. Elementary School ____ c. Student Personnel ____ d. Mental Health ____ e. Rehabilitation

7. Number of years School Counselor Education Program has been in existence: _____.

8. How many fulltime equivalent staff do you have teaching in M.A. level counseling programs:

_____ a. Secondary School
_____ b. Elementary School
_____ c. Student Personnel
_____ d. Mental Health
_____ e. Rehabilitation

9. How many have specific training in the following categories:

_____ a. Secondary School
_____ b. Elementary School
_____ c. Student Personnel
_____ d. Mental Health
_____ e. Rehabilitation

10. Rank the following programs in terms of enrollment according to the following scale (Please circle as appropriate)

0 1 2 3 4
lowest highest

a. Secondary School	0	1	2	3	4
b. Elementary School	0	1	2	3	4
c. Student Personnel	0	1	2	3	4
d. Mental Health	0	1	2	3	4
e. Rehabilitation	0	1	2	3	4

11. Does your secondary school program have specific courses with a focus on secondary guidance and counseling? (Please circle one)

_____ a. Yes
_____ b. No

12. How many courses in Secondary School Counseling are geared specifically to secondary school guidance and counseling? (Please circle one)

1 2 3 4 5 6 7 8 9 10 11 12

13. How many fulltime faculty members have specific training and experience in secondary school guidance and counseling? (Please circle one)

1 2 3 4 5 6 7 8 9 10

14. Please indicate your opinion about the value of making school counselor education programs competency-based:

1	2	3	4	5
Significant detrimental effect	Some loss	Probably no effect either way	Some benefit	Significant improvement

15. Is your program currently competency-based?

_____ a. Yes
_____ b. No
_____ c. Working toward that objective

16. In your opinion, should the State department of education have a competency-based school counselor certification program?

_____ a. Yes
_____ b. No

17. How would you characterize the philosophical orientation of your program:

_____ a. Behavioristic
_____ b. Client Centered
_____ c. Eclectic
_____ d. Gestalt
_____ e. Humanistic
_____ f. Other - please specify

18. What specific practicum sites are used for Secondary School Counselors?

_____ a. Secondary Schools
_____ b. Counseling Centers (University)
_____ c. Mental Health Centers
_____ d. Social Welfare Agencies
_____ e. Other

19. What specific improvements in curriculum, staff, practicum sites and facilities would you recommend for your program? (Please use the back of this sheet if necessary)